

**Report of the  
Accreditation Visiting Team**

**Farmington Junior High School  
150 South 200 West  
Farmington, Utah 84025**

**October 19-20, 2004**



Utah State Office of Education  
250 East 500 South  
P.O. Box 144200  
Salt Lake City, Utah 84114-4200

**THE REPORT OF THE  
VISITING TEAM REVIEWING**

**Farmington Junior High School  
150 South 200 West  
Farmington, Utah 84025**

**October 19-20, 2004**

**UTAH STATE OFFICE OF EDUCATION**

**Patti Harrington, Ed.D.  
State Superintendent of Public Instruction**

**DIVISION OF  
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## TABLE OF CONTENTS

|  |     |
|--|-----|
| Foreword.....  | ii  |
| Utah State Board of Education .....  | iii |
| Davis School District Board of Education and District Administration.....          | 1   |
| Farmington Junior High School Administration and Staff.....                        | 2   |
| Farmington Junior High School Mission Statement and Belief Statements.....         | 3   |
| Members of the Visiting Team .....   | 5   |
| Visiting Team Report.....  | 6   |
| Chapter 1: School Profile.....   | 6   |
| Suggested Areas for Further Inquiry.....   | 6   |
| Chapter 2: The Self-Study Process .....  | 7   |
| Chapter 3: Instructional and Organizational Effectiveness .....                    | 8   |
| Shared Vision, Beliefs, Mission, and Goals .....                                   | 9   |
| Curriculum Development.....  | 9   |
| Quality Instructional Design .....   | 11  |
| Quality Assessment Systems .....   | 12  |
| Leadership for School Improvement .....  | 14  |
| Community Building .....   | 16  |
| Culture of Continuous Improvement and Learning .....                               | 17  |
| Chapter 4: Northwest Association of Accredited Schools (NAAS) Standards I-XI ..... | 17  |
| Chapter 5: School Improvement Efforts – Action Plan .....                          | 18  |
| Chapter 6: Major Commendations and Recommendations of the Visiting Team .....      | 18  |

## **FOREWORD**

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, October 19-20, 2004, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Farmington Junior High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the visiting team. The excellent leadership given by Principal Bill Fullmer is also commended.

The staff and administration are congratulated for their desire for excellence at Farmington Junior High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Farmington Junior High School.

Patti Harrington, Ed.D.  
State Superintendent  
of Public Instruction

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| Pam Tsakalos .....     | Supervisor School Lunch                   |

# FARMINGTON JUNIOR HIGH SCHOOL

## ADMINISTRATION AND STAFF

### School Administration

Bill Fullmer ..... Principal  
Brent Stephens ..... Assistant Principal  
Steve Geisler ..... Assistant Principal

### Counseling

Vernon Holzer ..... Counselor  
Christine Bateman ..... Counselor  
Susan Gleed ..... Counselor

### Support Staff

|                  |                 |                 |
|------------------|-----------------|-----------------|
| Karma Dabel      | Judy Robinson   | Donna Thomas    |
| Ed Erickson      | Kathleen Rose   | Rosanne Uffens  |
| Peggy Keddington | Bonnie Schow    | Janet Webster   |
| Tanya Randall    | Sherrie Secrist | Sharon Whitaker |
| Melba Rast       | Carlen Smith    | Carla Wood      |

### Faculty

|                   |                    |                   |
|-------------------|--------------------|-------------------|
| Paige Adams       | Leslie Francis     | Mary Carol Olsen  |
| Annette Ainscough | Angela Gardner     | Lanette Pace      |
| Evan Allred       | Kristine Gill      | Sherry Pate       |
| Lorri Anderson    | Nannette Gunty     | Kent Price        |
| Carlyn Auernig    | Barbara Gustaveson | Lisa Reid         |
| Kimball Barney    | Steve Hammer       | Melissa Reid      |
| Alissa Bitner     | Brian Hunt         | Kim Reimann       |
| Brent Blackburn   | Diana Johanson     | Jilane Richardson |
| Joy Bowler        | Ryan Kemp          | Mark Spragg       |
| Sharon Butler     | Daron Kennett      | Scott Steele      |
| Lisa Cena         | Leslie LeCheminant | Angela Taylor     |
| Kimberly Dennis   | Leland Mansfield   | Karen Vialpando   |
| Greg Domgaard     | Stan Martin        | Jeff Wilkinson    |
| Vance Downs       | Patti McCarty      | Heath Wolf        |
| Buck Ekstrom      | Martha McDaniel    | Elizabeth Wood    |
| Julie Elliott     | Shaun Nielsen      | Karen Zundel      |

# **FARMINGTON JUNIOR HIGH SCHOOL**

## **MISSION STATEMENT**

In partnership with family and community, we strive to do the following:

- Provide a safe environment
- Foster educational excellence for all students
- Challenge and inspire each student to love learning and,
- Achieve maximum potential, and,
- Develop responsible citizenship in an increasingly complex society.

## **BELIEF STATEMENTS**

We believe that:

### **Respect**

A student's self respect is enhanced by positive relationships, academic successes, and mutual respect among and between students, staff, and parents.

Our school must recognize, honor and build upon the diversity the students bring through their languages, ethnicity, and cultures.

### **Learning Styles**

All students can learn in their own way and should be provided with a variety of instructional approaches to support their learning.

Frequent and multiple methods of assessment are necessary to evaluate student growth and achievement.

### **Multifaceted Need for Learning**

Physical, social, and emotional safety provides an environment of free inquiry.

All students are entitled to an education that enhances the quality of life and will provide the foundation for a strong and free democracy and participation in the global community.



Educational programs must develop the necessary skills and perspectives that will encourage life-long learning and prepare students to enter meaningful careers.

**Accountability**

Students need to demonstrate their understanding of essential knowledge and skills as well as being actively involved in problem solving and the production of quality work.

Our curriculum should be challenging and taught in alignment with state and district standards.

Students, administrators, teachers, and support staff need to be accountable for personal performance and behavior.

Academic excellence will occur when students, educators, and the community share responsibility and cooperate to achieve that goal.

## **MEMBERS OF THE VISITING TEAM**

Andrew Odoardi, Madeleine Choir School, Visiting Team Chairperson

Darcy Barney, Tooele Junior High School, Tooele School District

Andrea Hall, Madeleine Choir School

Michell Kersey, Roy High School, Weber School District

Tina McGill, Madeleine Choir School

Terry Smith, Elk Ridge Middle School, Jordan School District

**VISITING TEAM REPORT**  
**FARMINGTON JUNIOR HIGH SCHOOL**

**CHAPTER 1: SCHOOL PROFILE**

Farmington Junior High School is located in Farmington, Utah in the Davis School District. The school opened in 1982 with 577 students, and currently draws from a broad geographical area stretching from Centerville to Kaysville. Most of the students come from upper-middle class families. Farmington is a bedroom community whose residents work in either Salt Lake City or Ogden. Students go on to either Davis or Viewmont High School. The school currently employs ten portable classrooms and has a student body of 1,100 students.

*a) What significant findings were revealed by the school's analysis of its profile?*

Analysis of the data reveals consistent performance on the State Core Assessments. The reporting of the data based on gender, ethnicity, and special needs assisted the school in identifying specific student populations that are in need of additional support. In discussions with the administration and school leadership, it was evident that the staff has initiated the process of collecting student data and using it to make decisions regarding school improvement goals, staff development needs, and allocation of resources. The staff did examine GPA data in considering appropriate student learning goals, and exhibited a good sense of knowing who is and is not learning in the school.

*b) What modifications to the school profile should the school consider for the future?*

It is suggested the faculty collaborate in designing an effective data management system that can be utilized by different stakeholders within the school community.

**Suggested Areas for Further Inquiry:**

In order to identify specific student achievement targets, both the Utah State Core Tests and SAT data should be disaggregated by content clusters, for each grade level and, if possible, by gender and ethnicity. The Visiting Team encourages the faculty to continue its work to integrate its knowledge of individual student data into its practice.

Data collection on assessment was strictly limited to standardized testing; this limits what is reflected as the student learner outcome. A broader variety of assessments would be valuable to the data.

The staff should consider reexamining the school survey data and comparing satisfaction levels of students and parents **by department**. This comparison would allow each department to set performance goals/standards for the department and work collaboratively to achieve these goals.

## CHAPTER 2: THE SELF-STUDY PROCESS

- a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

The school community was engaged in the process, but the leadership should work toward more regular inclusiveness of all stakeholders in a more formal manner.

The feedback from the majority of the faculty was that the self-study process was valuable and meaningful. Many of the teachers felt that the self-study process led them to grow in respect for one another. The study provided an opportunity for the faculty and staff to learn about each other personally, about subject matter being taught throughout the school, and about the different teaching methods employed at Farmington Junior High.

The focus groups were a productive mode of communication and collaboration. Parents of the school community also feel that they contributed input to the self-study. However, most parents who were spoken to in both the Community Council and the PTSA did not seem familiar with the final results of the study.

One area of concern was the lack of student involvement in the self-study process. The students did seem well versed in the mission statement and beliefs of the school, but were not active participants on any level of the rest of the self-study.

- b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

In addressing the accuracy of the self-study, the most important point is that the report seemed honest. Visits with the staff and faculty reflected a real effort to take an honest look at the school community in order to improve their work. However, the Visiting Team felt a lack of coherence in the final report, as though the study was written in several voices.

The Visiting Team referred to the survey that was done with teachers, parents, and students in forming many of their questions. Most people who were asked about the survey did not know what the survey was, had forgotten about it, or had

not participated in it (since it was done two years ago). If the survey was present to the school population now, it may be more accurate.

The work done in the departments reflects a significant effort to identify both areas of strength and limitations. The individual departmental analyses need to be integrated into a broader school-wide set of strengths and limitations tied to the desired results for student learning, and need to find expression in the action plans.

Secondly, while the departments made some effort to link their work to the desired results for student learning, they clearly understand the need to address how they will assess student learning relative to the desired results for student learning.

While members of the staff of Farmington Junior High School recognize their strengths as effective educators, they remain willing to endorse the concept of continuous improvement and professional growth on behalf of their students. The faculty and leadership have demonstrated how the effective use of the self-study process has disposed them to gain the skills to accurately identify student achievement gaps, reflect on current educational practices, and examine school-wide practices.

### **CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS**

Farmington Junior High School's desired results for student learning (DRSLs) are as follows:

1. Communication
2. Personal and Social Responsibility
3. Interpersonal Skills
4. Expanding Knowledge
5. Thinking and Reasoning Skills
6. Learning to Learn

### **Shared Vision, Beliefs, Mission, and Goals:**

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

The interviews with staff and students affirmed that the administration and the leadership team assumed the primary responsibility for developing the school's beliefs, and mission statements, and the report itself. Other stakeholders, such as teachers, parents, and community members, had opportunities to provide input and feedback through the accreditation process. Due largely to the span of time that was covered by the process, there was a loss of coherence and familiarity with the different facets of the reporting requirements.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The belief statements clearly reflect the commitment of the school to support student achievement and success.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

The Visiting Team recommends that staff and stakeholders revisit the DRSLs in order to increase levels of commitment among staff members as well as define measurable goals and assessment strategies to monitor student achievement of the DRSLs.

### **Curriculum Development:**

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

The faculty is familiar with the Utah Core Curriculum. Some collaboration between departments has taken place to integrate Core concepts. The Visiting Team feels that a more definitive reference to the Utah Life Skills curriculum will enhance the implementation of the DRSLs by providing the indicators of student performance.

It was very apparent that collaboration has been done within each department to ensure that the State Core Curriculum and the Davis Essential Skills and Knowledge (DESK) standards are being addressed in the school's curriculum. Teachers have worked together with their teams to create curriculum maps for

each subject and determine where and when it is possible to integrate across subjects.

Cross-curriculum projects have been and are continuing to be developed in order for students to apply their knowledge in real-world situations.

The Visiting Team suggests that the staff continue to find time and methods for integrating Core concepts across content areas and grade levels. It is recommended that the school increase interdepartmental collaboration in order to work more closely with one another and integrate subject matter, to ensure that the learning by students is meaningful and that students are able to apply their skills and knowledge toward the numerous dimensions of their lives.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

Most of the staff members reported that they helped with the DRSLs, but the Visiting Team could not see meaningful and consistent reference to them in the classrooms that were visited.

Although it is evident that school-wide conversations have taken place around the accreditation process, not all staff members can articulate a clear inclusionary focus.

Each department worked collaboratively in order to determine how the desired results for student learning fit within its curriculum. However, there did not seem to be a consistent context or shared vision in which the desired results of student learning (DRSLs) were used. Each department seemed to infer a different meaning that did not quite fit how the DRSLs were interpreted by the Visiting Team.

The desired results for student learning are not clearly reflected in what is happening in the classrooms. Increasing school-wide understanding of criteria for selecting the desired results for student learning (DRSLs) will enable the school community to have a clearer focus around curriculum and instruction.

The beginning stages of a school-wide focus are emerging and need to be formalized into a school-wide plan. Clarifying and refining specific action steps connected to the DRSLs will help drive this plan. Staff members reflect a disposition toward collaboration, which will serve them well as the school begins its work on the school improvement plans.

It is recommended that the departments continue to collaborate internally, and also collaborate with one another to revisit the desired results for student learning. The school should ensure that the curriculum that is taught is addressed by the DRSLs in a more specific way. There should also be a means of assessing how

the curriculum is affecting the desired results of student learning through specific indicators of those outcomes.

### **Quality Instructional Design:**

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

During the two-day visit, the following instructional practices were observed: teachers were giving tests, students were working in small groups, hands-on activities were widely used in the Technology Department, information was delivered by direct instruction, students were completing worksheet packets, and cooperative learning strategies were being used.

Random students were interviewed by each of the Visiting Team members. They reported that as they go through the school day they experience a variety of teaching strategies. The Visiting Team has observed the faculty to be dedicated, hardworking, and committed to students' success. Designing alternative methods of assessing student work, especially as it relates to the DRSLs, will enhance student engagement and achievement.

A more varied method of authentic assessment is needed school-wide. Students need more opportunities to be asked higher-level thinking questions; teachers should also consider posing open-ended questions so students can apply what they have learned.

The Visiting Team compliments the efforts of those teachers who understand and use a wide variety of research-based "best practices."

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

There were several special needs students observed in the classrooms. They were allowed help from other students or an aide. Parents also described the ability to go into a classroom with their child and read a test to him or her, rather than expecting the child to try to read on his or her own. Many times the teachers will orally read a test to a special needs student. Teachers also allow another student to sit by a special needs student to help him or her with the assignment and encourage that student as he or she works.

Some teachers also use a variety of learning activities so that different types of learners are accommodated.

The Visiting Team suggests that the faculty continue to collectively research and expand the use of multiple teaching strategies and instructional delivery options to



meet the variety of the needs of all students through the use of differentiated instruction.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

Students report that both counselors and teachers are readily available to assist them. There are after-school tutoring classes where students can go to get help if they are struggling in a particular class. There are also clubs and activities to get all students involved in the school. Many of the teachers are GT-endorsed to help the gifted and talented students.

The Science Department has received a couple of grants to do after-school activities such as a “Star Party” to end a unit on the solar system. They are also doing a radon test of the area for a three-year period, which gets the students involved in science and keeps them involved. Some of the classes offer extra credit to go to a museum at a nearby college. Students are also encouraged to keep a portfolio of artwork they have worked on.

The staff is encouraged to investigate the effectiveness of other school programs in meeting student needs, as well as whether or not all groups of students are able to take advantage of the support structures that are in place.

### **Quality Assessment Systems:**

- a) *To what extent has the staff developed classroom or school-wide assessments based on clearly articulated expectations for student achievement?*

There is no established school-wide assessment or grading structure. Specific assessments and their uses in grading are left up to individual teachers, who exhibit a wide diversity in types of assessment. There is no reported data from teachers on what type of assessment is best to establish what the students are learning.

School-wide expectations and assessments related to the desired results for student learning had not been articulated at the time of the accreditation site visit. Attention to methods of assessment linked to indicators and standards should shape the action plan item recommended by the Visiting Team as work for the near future.

Expectations of teachers were clearly stated in each room, but not expressed in terms of student learner outcomes and goals.

Individual departments used different varieties of assessment. Rubrics, culminating projects, and portfolios were observed in several of the classrooms.

There did seem to be an emphasis on written tests with multiple-choice answers. It is recommended that the variety of assessments increase to include more authentic classroom assessment. Open-ended questions that encompass higher-order thinking skills, as well as student-driven portfolios and student interviews, are recommended.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

Teachers were teaching to the state standards and the core testing requirements. With the emphasis on SAT and CRT test scores as the performance standards, the means of assessment used in the classrooms do reflect that purpose. It is recommended that teachers also include more authentic assessments that show the knowledge and skills that students are learning, and how they are able to apply that knowledge to real-life examples.

The staff is striving for more opportunities to collect data from assessments beyond standardized test scores. As in most schools, the development of benchmark assessments is done on a department or classroom level rather than a school-wide basis. However, ongoing efforts to create school-wide assessments will provide additional data. There is evidence of performance assessment in some classes. School-wide strategies for increasing the use of performance assessment would provide important additional data. Clarifying the DRSLs and identifying specific, measurable indicators will also help facilitate school-wide measurements. Individualization and differentiation are taking place in some classes, and will be strengthened by expanding the conversations among staff parents and students regarding who is not learning in the school and why.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

The Visiting Team felt that the teachers should be more flexible with expectations and differentiated assessments and instruction.

The Visiting Team is confident that the staff is committed to fair and equitable assessment of student performance. However, according to the focus group recommendations, assessment needs to be improved.

Interviews with students reflected the sense of fairness students felt regarding individual teacher grading practices. There is no school-wide grading policy.

There is ongoing school administrative support and training for access to and use of student performance data. There is a strong desire by administrators and staff to receive and learn to use timely and accurate data in order to better serve the needs of all students. Staff members understand that using data leads them to better instructional decisions.

### **Leadership for School Improvement:**

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

The Visiting Team was impressed with the leadership of this school, and the leadership's honesty in describing and understanding what was being done and what they needed to improve on.

The school administration takes its role as instructional leaders seriously. They support the review of class offerings and choices available to students and encourage teachers to increase their awareness and abilities. The administration has provided scheduling that includes early-out for students on Friday afternoons. Friday afternoons are then spent in teacher professional development, including team planning and focus group meetings.

The staff members have been encouraged to attend seminars, conferences, and other professional development opportunities, and to implement effective, research-based instructional strategies gleaned from these opportunities.

The school has established a strong and positive learning environment in which teaching and learning are actively supported. There is a culture of high expectations for students and staff. The school maintains a constant and steady focus on student learning. The depth of commitment of the school to improve student learning is clearly evident. Student and staff accomplishments are recognized.

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?*

Decision making is based on some hard data, such as CRT and SAT scores, but is mostly based on what seems to be happening in the building without formal assessment instruments being used. The Visiting Team would encourage the school's continued efforts to provide the staff with solid, research-based information through articles, books, and in-service opportunities. We would also encourage the development of school-centered and -directed assessment tools beyond CRT and other standardized tests to assess the climate, collaboration, and student learning in the school program.

There is ongoing school administrative support for access to and use of data. However, school-wide assessment design is primarily left to the district or state. The staff understands that using data leads them to better instructional decisions.

Although data is limited, the administration is cognizant of the need to collect pertinent information—not only to improve the decision-making process, but also to monitor school improvement efforts.

The Visiting Team recommends that the school use the NSSE rubrics, in addition to the study of best practices by all classroom teachers, to provide a common focus and language for continuing improvement efforts.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

Assessment has been limited to CRT and SAT testing, one survey, and grades.

Farmington Junior High School does not have a comprehensive assessment system in place at this time. The development of a comprehensive assessment system linked to the desired results for student learning will be one of the school's challenges before the next site visit.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

Parents, students, and staff members repeatedly commended the school's leadership for improving the school's climate and culture. School -wide policies and operational procedures are consistent with the school's beliefs and mission, and are designed to support student learning. The allocation and use of resources are aligned with school goals.

The administration does a great job in providing leadership and management for the organization, operations, and resources of the school. The school is safe and a good place to be according to students, teachers, and parents. There is an efficient use of resources. The learning environment is comfortable, and learning is taking place.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

Farmington Junior High is in the initial stages of identifying and refining the desired results for student learning, establishing school goals, and identifying appropriate improvement steps. The school leadership is committed to put into place a process for ensuring the allocation and use of resources that are aligned with the school goals or the achievement of the DRSLs. The leadership has fostered a learning community of adults that emulates these efforts to establish a learning environment for students in the classroom.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

The school leadership has a good working relationship with the School Community Council and the PTSA. Both of these organizations are relied upon for input and review of school programs and policies. The School Community Council recently helped revise and strengthen the School Dress Code. They work with issues that directly effect students. The Visiting Team was very impressed with the honesty and candidness of all of the administrators, office staff, teachers, parents, and students. It made it easy to see that great things are happening, and also to take an honest look at where they are and where they are going.

The Visiting Team recognizes the positive and productive relationships that exist among the students, teachers, support staff, and administrators. There is strong evidence that the school has created and sustained a learning environment for students that nurtures a sense of caring and belonging. The Visiting Team encourages the staff members to continue their efforts to collaborate across departments to foster collegiality, and to provide cross-curricular connections for students.

The administrative team recognizes and empowers staff, parents, and students to share in the responsibilities of leadership. In doing so, the administration encourages commitment, participation, and collaboration. The administration is encouraged to continue building the knowledge, skills, and expertise of the staff to employ data-driven and research-based decision-making. A lack of sufficient data and/or understanding of research-based best practices is evident in several of the departmental reports, focus group reports, and action plan goals.

### **Community Building:**

- a) *To what extent does the school foster community building and working relationships within the school?*

The school felt welcoming and safe. There was a sense of community among all of the students. There was also a sense of community among the staff members. More opportunities for service-learning and outreach programs are also needed to build community. Student council involvement on both of these issues could be highly effective.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

The school has demonstrated commitment to building a collaborative network of support within the school community, and seeks to engage parents, families, and community business partners in support of learning activities. The school has community business partners who provide volunteer tutors, guest speakers, sponsorship of science fairs and other activities, funds for materials and equipment, and rewards for teachers, parent volunteers, and student programs.

### **Culture of Continuous Improvement and Learning:**

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

The faculty and administration have been active in participating in school-wide in-service workshops and professional development opportunities tied to the early-out days.

Staff members are actively involved in staff development based on their own needs and desires. It is suggested that staff development efforts become more focused on the DRSLs. The staff should continue to look at formal as well as informal assessments to collect data to verify that teaching strategies assure student learning.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

The administration, faculty, PTSA, and Community Council have done a great deal of hard work in preparing their self-study, and each has expressed commitment to the need for productive change and continuous improvement in facilitating the school's DRSLs and school improvement plan to effect student learning. Some students are aware of the school's DRSLs, and many teachers are incorporating some elements of the DRSLs in their lessons. However, the DRSLs are not yet supported by measurable indicators, so there is little impact as yet on student outcomes. This will need to be addressed as the school revisits its self-study and moves forward through the school improvement plan.

### **CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI**

Since Farmington Junior High School is not seeking NAAS accreditation, these standards are not applicable to the school. Most of Utah's public junior/middle schools are not accredited through NAAS, but only by the USOE – it is their choice to join NAAS or not.

## CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

- a) *To what extent is the school-wide action plan adequate in addressing the critical areas for follow-up?*

The action plan addresses specific areas for follow-up. There are specific dates by which these plans will be completed, and there are specific people who are in charge of following up on the plans. The DRSLs, however, need to align more clearly with the action plan. The entire staff is encouraged to focus its efforts on those areas that will directly affect student learning and student achievement.

- b) *To what extent is there sufficient commitment to the action plan, school-wide and system-wide?*

It was apparent that some of the faculty members are not fully committed to addressing the school's DRSLs and recognizing the impact that implementing the DRSLs will have on classroom instruction and assessment.

The action plans need to incorporate a focus for their outcomes on the DRSLs. The administration and leadership team will need to secure the commitment of the staff to attending to the DRSLs as they proceed to implement the action plans and Visiting Team recommendations.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the school-wide action plan appear to be?*

In order to evaluate effectiveness, the leadership still needs to identify what data and evidence should be collected and periodically analyzed by the leadership team and faculty. The Visiting Team suggests incremental benchmarks and analyses of how the data from the findings affected instructional strategies, instructional delivery, and curriculum content.

## CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

### **Commendations:**

- Farmington Junior High is a wonderful school. The kids are friendly and feel safe. The teachers care about their students and go to any length to help them develop. Responsibility is evident on both sides of the board. Students are given greater responsibility to do their work on time, with good quality. The staff feels supported by the administration and happy to work here.

- There is constant involvement of the PTSA, parents, students, and staff to keep everyone informed and up to date. The stakeholders know what is going on and know the school is a safe environment. The building is sunny and upbeat. Rooms are organized and spacious. Students are happy and engaged.
- The faculty learned much about themselves in the accreditation process, and see the need for further study to improve the learning environment
- The administration is to be commended on its support of the staff and its willingness to share the leadership of the school with stakeholders.
- The staff and administration are to be commended for their conscious and diligent efforts to create a positive culture and climate conducive to teaching and learning.

### **Recommendations:**

- The Visiting Team recommends that the action plan include a timeline of realistic long- and short-term goals, with dates for implementation and completion. The plan ought to be reviewed and revised as needed to reflect the results of continuous data collection and analysis as well as focus groups. The action plan should also include a professional development component that would address best practices, research- and data-driven strategies, curriculum development, etc.
- The Visiting Team recommends that the staff and stakeholders revisit the DRSLs in order to:
  - Increase levels of commitment among staff members.
  - Identify measurable indicators as a foundation for formal assessments in order to monitor and measure student achievement of the DRSLs.
- The Visiting Team recommends increased emphasis on differentiated instruction, and a corresponding curriculum to meet the range of student needs and abilities.
- It is suggested the school develop an effective data collection and management system that can be utilized to provide reliable data for making judgments regarding academic growth by individual students or groups of students.
- The school should more clearly align the action plans to address findings resulting from the data analysis linked to student learning and implementation of the DRSLs.
- Continue to seek innovative ways of increasing opportunities for teachers to collaborate, share best practices, and implement the school's action plans. The



school needs to engage the whole staff in collaborative inquiry with regard to the school's DRSLs. This would include:

- o Collectively studying best practices and research in the teaching and assessment of the school's DRSLs, and identifying the indicators of students' demonstration of the DRSLs.
- o Developing a means of evaluating student work relative to the DRSLs.
- o Working to increase school-wide understanding of the purposes for and criteria used in selecting the DRSLs.
- o Posting the DRSLs as expectations.